

GUIDE TO FEDERAL OFFICIALS REPORTING DATA  
ON FEDERAL EDUCATIONAL ACTIVITIES

Requested for Inclusion in the Study of Federal Educational Activities  
Being Made for the Committee on Education and Labor of the House of  
Representatives.

(Note: Please address all relevant communications to  
Charles A. Quattlebaum, Study Room 207, Library  
of Congress Annex Building, telephone code 173,  
extension 740.)

I. The following statements relate to part 3 of the report, for which  
information is presently needed in the form described in this memoran-  
dum.

In brief, the purpose of part 3 of this study is: "(1) to survey  
the educational activities administered by Federal agencies; (2) to  
describe the programs individually, and (3) to summarize these activi-  
ties, including data on funds available for the respective programs as  
well as general descriptive information."

The intention is to review all Federal educational programs, in-  
cluding all Federal programs directly relating to or affecting educa-  
tion or educational institutions, and to set forth objectively the ed-  
ucational implications of these programs. It is not the purpose of  
this report either to minimize or to exaggerate the extent to which  
these programs are "educational." It is essential to the study, how-  
ever, that all relevant programs be reported and that their educational  
significance be set forth clearly and fully.

II. The following form should be followed in reporting information on  
each relevant activity for part 3 of the study.

Name of the agency

Name of the subagency (if any)

Name of the administrative unit: State whether  
it is called a "division," "section" or other  
term.

Activity: Give the name by which the program is generally known.  
If the name does not indicate its educational nature or connec-  
tions, add a few words telling what these are.

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Purpose: Preferably in less than 35 words, state the purpose, making sure that any immediate or ultimate educational objectives or relationships to education or to educational institutions are set forth.

History and description: If the program involved obligations of less than \$100,000 in fiscal 1950: Preferably in less than 50 words, tell how and approximately when the program started and what has been the course of its development. Preferably in less than 150 words, give a general description of the program with special reference to its immediate, ultimate or potential educational importance or significance from an educational viewpoint.

If the program involved obligations of \$100,000 or over in fiscal 1950, the history and description may be extended, but in no case should they exceed a total of 400 words.

Legal authorization: Give popular title and U. S. Code reference, whenever possible, otherwise public law number and Congress. If the activity is carried out under general authorization only, appropriation only, or transfer of funds, so indicate.

Obligations (excluding construction), fiscal 1950: Operating \_\_\_\_\_; administrative \_\_\_\_\_. If administrative costs are not readily available, or are not readily separable from other costs, give a figure and indicate clearly what the figure includes. Transfers, reimbursements and advances will be excluded from the report by the transferring, reimbursing and advancing agency.

III. Please report each activity separately, on plain bond paper, typewritten with lines double-spaced. Avoid any except the most commonly used abbreviations. See the attached "Example Report."

EXAMPLE REPORT

Department of Agriculture

Extension Service

Activity: Cooperative Agricultural Extension Service; operating through the land-grant colleges.

Purpose: Dissemination of scientific information on agriculture and home economics, and instruction of farmers in improved methods of agriculture.

History and description: The Smith-Lever Act of 1914 provided for the establishment of Federal-State cooperation in extension work to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the knowledge thus imparted. Most of the factual information on problems of agriculture available at that time related primarily to the basic science of production of crops and livestock, and the early emphasis of the extension work was on immediate problems of the farm and home.

While efforts for more efficient farms, better homes, higher incomes and standards of living continue to form the basic core of the extension service today, expanding fields of interest of rural people are broadening the scope of extension teaching and increasing its responsibilities. It is now a nation-wide system of cooperative extension work which functions as an effective educational force to improve the economic welfare, health, and community life of rural families.

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During 1949, operating in over 3,000 counties were 4,792 county agricultural agents and assistants, 3,129 home demonstration agents and assistants, 643 4-H Club agents and 761 Negro extension agents. Total technically trained personnel on county, State, and Federal level numbered about 11,500. 4,670,000 farm families and 2,138,000 non-farm families were served. For fiscal year 1950 non-Federal sources contributed 56% of the total funds available for cooperative agricultural extension work.

Legal authorization: 7 U.S.C. 341-343, 386b, 386f and supplementary acts; 7 U.S.C. 1621-1629.

Obligations, fiscal 1950: Operating \$32,139,840; administrative \$1,292,863.

CENTRAL INTELLIGENCE AGENCY  
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REMARKS: *Concur in your suggested manner of handling this query. Prefer to give out as little info. on our plans for outside educational needs as possible.*